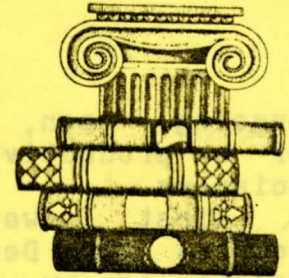




SCHOOL OF ARTS & SCIENCES

COLLOQUIA

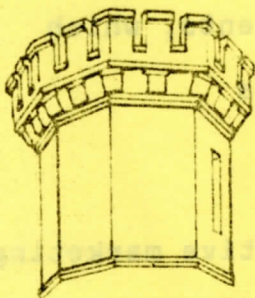


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Edited by Margaret Canavan and Barbara McManus

Colloquia (intended in its original sense of "talking together," "conversations") is a publication by and for the faculty and staff of the School of Arts and Sciences. This introductory issue is experimental; Colloquia can become whatever you want it to be. For the moment, we have designed a few headings for items we hope will arouse your interest: Ex Regia ("from the Castle," in this case Marilyn's and Bob's presentations at the Faculty Forum on September 11); Excerpta (thoughts "plucked out" of published pieces with special relevance for SAS); Lingua (some entertaining reflections on language and scholarship). We invite all of you to submit items for these sections and to give us your suggestions for new headings; we are especially eager for original articles which will justify our claim to be "conversations." Send us your thoughts on any issue of general interest: a description of a grant proposal you are writing, an exciting conference or institute you attended, a topic your committee is pondering, some research you are pursuing, your analysis of a current event--the possibilities are limitless. Since Colloquia is not a newsletter, however, we do ask that the piece be substantive rather than simply an announcement. We are waiting to hear from you; Colloquia will be as vital and interesting as you make it.



EX REGIA

Faculty Forum, September 11, 1984

Marilyn Chapin Massey: I have invited you here today so that we can begin a conversation about our future. I am an idealist. I believe ideas can become real, that ought can become is, on one condition--that we do not fall into that enticing academic trap of considering ideas to be private property. What I hope to initiate today is an

ongoing, open, and free exchange of ideas that will become the reality of a productive and meaningful future for the School of Arts and Sciences.

First I wanted to tell you about the team you see before you that peoples the Dean's Office. As I told you in my letter, to have Bob Reggio as my partner means that we can begin without delay the planning we so clearly need to do. What you see before you is, to borrow a tactic from Steve Sweeny, forty years of classroom experience. I cite that somewhat astonishing statistic because, although we are called administrators, we are through and through, first and always faculty, your colleagues. And it is from that identification that we want to work with you to design an educational environment for women that will be without parallel in this country.

Bob brings to what we might call "the dean-team" two things I lack--years of experience as a faculty member here and a deep understanding of the fields of the sciences and mathematics. And along with his expertise and experience, he brings the generosity, honesty, and humor with which you are all familiar.

What we will do as a team is work to provide you with the resources and occasions for planning and development. To help us do that, we are now searching for a third team member with the ability to computerize aspects of the record-keeping functions of the office. This will enable us to streamline that very time-consuming function, do more exact analyses of data for planning purposes, and free up what I call "quality advisement time" for students.

At present Bob's primary areas of responsibility are advisement and liaison with the various other offices on campus with which we interact. I am the liaison with other senior administrative officers. I see my primary responsibilities this year to be to listen and to keep in perspective our role in higher education, in the marketplace, if you will.

Let me say a few words about that marketplace by sharing with you some of the brief report submitted this summer by the Barton-Gillet academic consultant company. The firm identified our marketplace problems as the following:

- demographic decline in traditional college-age students, which is projected to be most severe in the northeast
- the public loss of interest in liberal arts colleges
- competition with other single-sex colleges
- loss of the traditional Catholic market
- the high number of colleges close to us.

The firm suggests that we need to develop a distinctive marketing niche based on educational substance and merit that

- is true to our tradition of educating women
- takes advantage of our excellent location
- gives new meaning to the term "liberal arts"
- is consistent with the college's "value-centered" traditions.

Simply put, the firm encourages us to develop a program that will make us become known as "the School where"

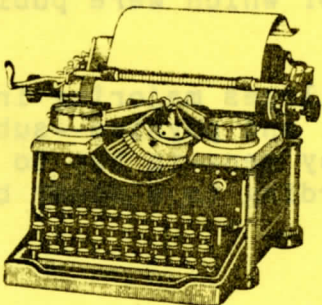
I would like to suggest that we consider making the "identification of our niche" a top priority this year and that we orient all of our planning, from the ground up, toward that objective. What we need in order to do that is real conversation, a conversation that is one and the same thing--our own faculty development.

Robert B. Reggio: The comments were directed toward 1) the enhancement of our own professional development; 2) overcoming the privacy of our talents and our efforts for quality; and 3) taking full advantage of what we have to offer one another as well as our immediate and extended community. The following steps were suggested:

1. renewed efforts to assist in subsidizing faculty travel
2. seminars given by invited speakers on topics of general interest to the faculty
3. faculty forums on timely issues, open to the public (e.g., issues arising out of the Presidential campaign, the impact of technological developments, the national economy, issues facing education on all levels
4. a School of Arts and Sciences publication to include short articles by members of the faculty
5. developing creative measures to assist faculty research and publication
6. informal discussion groups at the Dean's home. Topics would be selected from The Chronicle of Higher Education, the New York Times, journals of higher education, and suggestions from the faculty (e.g., government and higher education, trustee/president/college relationships, gender and religion in the Presidential campaign, future of higher education, single-sex institutions, the computer and higher education, science and the liberal arts, teacher education).

The first of these discussion groups will be held on Thursday, September 20, at 4:30 p.m. at 59 Leland avenue. The subject is recruitment with a focus on the question "What kind of student should be coming here?"

Other discussion groups are scheduled for Wednesday, October 17, at 4:30 p.m. and Thursday, November 15, at 5:00 p.m. Your suggestions on any of the above are most welcome.



EXCERPTA

Zoe Ingalls, "Women's Colleges Show Renewed Vigor after Long, Painful Self-Examination," The Chronicle of Higher Education 24 (September 12, 1984): 1, 18-19.

"Women's colleges, to the surprise of many who were sounding their death knell as recently as a decade ago, are thriving. Enrollments grew 25 per cent in a decade. Applications went up steeply. Giving by the alumnae of women's colleges ranks among the best in higher education. The academic and professional achievements of their graduates are enviable. . . . Nannerl O. Keohane, president of Wellesley College, is particularly sanguine this year. The 'yield' of applicants accepting Wellesley's offer of admission last spring broke all of the college's records. . . . Wellesley's exceptional yield is due in part to special efforts to involve alumnae in recruiting efforts and to tout some new programs, Ms. Keohane says. But, she adds, 'in our publicity, we have been vigorous in talking about the advantages of women's colleges, and I have the impression that the number of students coming to us because we are a women's college is going up.'"

"There are 110 [women's colleges] today, compared with 268 in 1960 and 146 in 1972. In 1983-84, they enrolled a total of 125,000 students. They range in size from a few hundred students to over 8,000. Twenty are two-year institutions. Nearly half have a historical affiliation with the Roman Catholic church, and about 14 per cent with a Protestant denomination. . . . The remaining members of the Seven Sisters still set the standard--and the pace--among women's colleges. It is doubtful that many other women's colleges will be able to boast as dramatically successful an admissions picture this year as Wellesley's. Nevertheless, virtually all are operating from a position of strength that derives from a better understanding and a greater acceptance--both by themselves and by others--of the advantages they offer young women."

The article lists the following advantages:

"Women who graduated from women's colleges between 1975 and 1978 were 2 to 11 times more likely to go on to medical school than their sisters at various types of coeducational colleges, according to the results of a new study, to be published next year in the Journal of Higher Education, by M. Elizabeth Tidball."

"Nine women's colleges are among the top 25 institutions that, over a 40-year period, produced the highest percentages of female graduates who went on to earn doctorates, . . . according to an earlier study by Ms. Tidball, the results of which were published in Science magazine in 1976."

"The percentage of students at women's colleges majoring in such fields as chemistry, economics, mathematics, and physics--subjects that have traditionally been dominated by men--is two to three times the national average for women, according to a study by the Women's College Coalition."

Students attending women's colleges are 'more likely to attain positions of leadership, to become involved in student government, to develop high aspirations, and to persist to graduation,' according to a study by Alexander M. Astin, professor of higher education at the University of California, Los Angeles. At single-sex colleges--both men's and women's--Mr. Astin found that students 'become more academically involved, interact with faculty frequently, show large increases in intellectual self-esteem, and are more satisfied with practically all aspects of the college experience (the sole exception is social life) compared with their counterparts in coeducational institutions.'"

"Women's colleges account for the top 10 institutions cited by Everywomen's Guide to Colleges and Universities as providing the 'healthiest environment' for female students."

"By featuring women in positions of authority and prestige, women's colleges provide role models that officials and researchers say are important in building confidence and promoting and confirming high aspirations. Equally important are the goals of administrators and faculty members--women and men. A large majority of the people working and teaching at women's colleges consider it their job to 'provide a supportive atmosphere geared to women's needs, encourage women to take leadership roles, develop self-confidence, independence, and self-respect, fight stereotypes, and equalize opportunities,' says a report by the Women's College Coalition."

"'It's important for women to have a place where they are given every opportunity, not just equal opportunity,' Ms. Keohane says. By their very nature, women's colleges give women 'every opportunity' to hold student leadership positions. That builds confidence, officials say, and provides leadership skills not nearly as available at coeducational institutions, where the majority of student leaders are men. Women's colleges help promote career contacts among alumnae to rival the 'old-boy network' that has long benefited men. Many have established 'mentorship programs' through which alumnae help students learn about various career options, help them make an initial break into the job market, and offer suggestions on ways to balance their private and professional lives. . . . All of those efforts are enhanced by the strong and lasting friendships with other women that many alumnae say they formed while in college."

"College officials say they find it ironic that, even with all the reasons for going to a women's college, it is not unusual to hear their students say that they were attracted by the college's high academic quality, small size, good faculty-to-student ratio, location, friendliness, or strong liberal-arts program--and that they enrolled in spite of the fact that it is a women's college. 'One of the real dilemmas of recruiting for women's colleges is how strongly you want to make what is your most profound case for yourself,' says Ms. Sharp [executive director of the Women's College Coalition]. 'All of the things we've talked about--role models, support systems, et cetera--don't mean anything to a 15- or 16-year-old faced with peer pressure not to do something different,' says Ms. Dorsey [president of Goucher College]."

"The colleges still have to battle lingering prejudices that single-sex colleges confine their students to 'cloistered environments' cut off from 'normal' male contact. 'It's important to realize that they are not exclusively female environments,' says Ms. Sharp, noting that nine out of ten women's colleges offer cross-registration with neighboring coeducational or men's institutions. 'I would argue that students at women's colleges are getting the best of both worlds.' Cross-registration may help the cloistered image fade, but students at women's colleges still complain about the social life, and most presidents interviewed by The Chronicle agree that it is the colleges' weak point. Wellesley's President Keohane, one of those who dissents from that view, thinks that it is a problem not of finding dates or romantic relationships, but of developing 'casual friendships' with men."

Submitted by Marilyn Massey

"How to Pick a Major: A Dialogue with Richard M. Gummere, Jr.," Columbia 9 (June, 1984): 17-18. [Richard Gummere retired last year after nineteen years as director of University Placement and Career Services at Columbia. He has participated in the following dialogue, or an approximation, more times than he can remember.]

"Have a seat, Ralph. What brings you up three flights?"

"I need help deciding what to do after graduation. . . . I have to decide right away."

"You do? What's the hurry?"

"I have to pick my major."

"What's that got to do with your future work?"

"Everything."

"Who says?"

"Everybody: my roommate, my professors, my parents, my uncle, even my dentist."

"Well, maybe we'd better check then. Now, where's that folder? Here. Now. Valerie got a job as a trainee for plant supervisor at Procter and Gamble. Her major: American Studies. Her senior thesis was 'History of Day Care Centers.' Think she needed that to manufacture soap?"

"Well, she was just lucky."

"Probably not. Here's another. Sam went right into a small marketing firm to work on packaging, promoting thermostatic transfers and Kentucky Fried Chicken. Sam's major: Classics."

"What have Latin and Greek got to do with marketing?"

"Sam says they give him perspective. Here's another that might interest you. Steve, hired by one of the Big Eight accounting firms because he did not have technical training."

"That sounds weird. I should think nobody'd want that cat to do their accounting."

"Recruiter from a big investment bank told us the specialists tend to wreck the place. So they, too, want people like Steve."

"To handle people's money?"

"Sure. They need wizards who can manipulate figures, but they also need what one called 'squires' who can get along with people and run things."

"But about Steve. How can he do accounting?"

"The right person can learn it fast. The company told us some of their best older people started out with only a liberal arts degree, so they're looking for young ones like them. Company trains them."

"I still don't see why they want to hire people without training."

"Maybe they're like Equitable Life's computer division; they once told us they were looking for people without any data processing at all. Then they can teach them about the computer and Equitable together--the integration improves the learning."

"Well, what was Steve's major?"

"Steve, the accountant, majored in English--one of the two most practical liberal arts studies. If you use it."

"Practical? How come?"

"Employers tell us one of the skills they look for most is good use of the language, spoken and written."

"And the other practical discipline?"

"Philosophy."

"Oh, come on, sir. Aristotle? Kant? Bertrand Russell? For a job? Who are you kidding?"

"I'm not. Take this one. Cathleen majored in philosophy. Her first job: Production Assistant for Sesame Street. She got the job after her first interview. Her résumé was helpful. It showed she could work well under pressure. Maybe they thought some philosophy helped. And one day the E.F. Hutton people phoned with two job openings for liberal arts graduates. The company wanted to train them in corporate bond research--sizing up companies that want their bonds sold by Hutton. The man said, 'Any major, provided they can analyze things skeptically.' I asked him what he'd prefer if he had to specify a major. 'I'd say philosophy,' he said."

"Then why does everybody tell me I need specialized training for a good job?"

"Superstition, I suppose. . . . Now. Those two piles of job notices over there. One's for the technically trained, the other for the generalist."

"What are some for the generalist?"

"Here: Recreation counselor, economic research assistant, advertising copywriter ('college grad with sense of humor preferred'), lab technician, legal aide, tour coordinator, insurance underwriter, social case worker, retail trainee ('line responsibility in ten to eighteen weeks')."

"You mean to say no particular major is needed for those jobs?"

"None according to the employer. Here are more. One bank wants a personnel assistant, and another an international executive trainee. A church youth ministry is looking for an organizer. An editor wants a food and wine columnist ('little supervision, knowledge of French')."

"But wouldn't he prefer a French major?"

"All he says is 'a perfectionist.' Here's a publisher wants a manuscript reader ('two or three novels a day'), and a hospital administrator a wage and salary analyst."

"Wait. Surely that job calls for technical preparation."

"Says here 'detail-oriented extrovert.' . . . Most employers, both those who need technical and those who need generalist workers, decide about competence by the personal impression they get in an interview."

"Aren't they more likely to want to talk to people with some superficially relevant degree?"

"Sometimes. But many think undergraduate liberal arts studies give you a lot of general competence. If you use it. They think these studies give you an edge--in listening, correlating, deciding, communicating--over many specialists. Many employers state a preference, not a requirement. Suppose the job is in social service. The employer may write: 'Psychology or sociology major preferred.'"

"You make it sound like my studies don't matter. Why should I even go to college then?"

"You should go because it's a trip, a non-pharmacological one, and a good trip, and many employers value it highly. Don't worry about their reasons."

"Well then, sir, all right. But your information doesn't help me pick a major, does it?"

"Sure it does. How do you pick an entrée at a restaurant, Ralph? On the menu you see Veal Cutlets à la Milanese, Filet of Sole Beurre Noire, and Beef Wellington. What'll you have?"

"The cutlets."

"Why?"

"Because I love veal."

"That's how you pick your major, Ralph."

Submitted by Katherine Henderson

Organization of American Historians Newsletter (August, 1984), p. 20.
[The article discusses the growth of nonacademic career areas for historians.]

"The general skills of assembling and analyzing data, the synthesis and interpretation of complex interaction and contexts, and the communication of findings orally and in writing lie at the heart of history and understanding. These useful skills are important also in the worlds of business, government, university administration, foundations, and lobbying and professional associations."

"Historians Find They're Sought by U.S. Business," New York Times, April 23, 1982.

"Historians and business executives might seem an unlikely match, but the companies are providing a home for many of the 10,000 persons who have earned their Ph.D.'s in history in the past decade. While only a few dozen companies now have full-time historians, many others are contracting with a growing number of consultants or college professors to analyze marketing and political risks, plan archives, pull together company records and write corporate histories. . . . The companies are finding that persons with graduate degrees in the

humanities can be assets because of their perspective, their research training and their knowledge."

Submitted by Anne Bunting, osu



LINGUA

The following tour de force first appeared in the London Daily Mail; it is currently circulated by the American Classical League.

Latin, we were told this week, is coming back as a trendy new subject in progressively minded schools. Latin! Which we have been told for years has been wasting our time, breaking our schoolboy spirits, filling our heads with useless knowledge. Latin is a dead language!

A priori, it's dead. A fortiori, there is no prima facie case for learning it ipso facto. Requiescat in pace. And de mortuis nil nisi bonum.

What use is Latin in our modern world? How can it fit you for politics? You may consult omens, in the form of a quiz of the vox populi, or hold a referendum re any crisis, major or minor, but why bring Latin into it?

If economics is your field, you may call for the data on your export quota, adjusting for addenda or errata, plus or minus, till you achieve the maximum (or the optimum) figures down to the last decimal, per cent, per capita and per annum. You will hope for a bonus in the interim . . . but why mention Latin?

English law will grind on, in camera and sub judice with the help of an affidavit and an alibi or two, in English, as it has since Magna Carta and habeas corpus. Music will play on without Latin from opus to opera, and so will the Church from Te Deum to Magnificat. Modern medicine will assure us that homo sapiens has no Latin in him from the cranium to the tibia and everything in the garden will be lovely from the quercus to the geranium.

Away with it, we say, this useless impedimenta. Mens sana in corpore sano. It was all very well centuries ago, but tempus fugit. Anno domini has changed all that. We have had enough of the status quo. Britons never, never, never shall be slaves of a dead language. Floreat Britannia!

They used to say the Greeks had a word for it. But how could they, and how could the Romans, know what to call such modern inventions as the automobile, the accelerator, the omnibus, aeroplanes, gramophones, photographs, telephones, stereo, video, radio and television? They had never seen a computer or a supermarket. What would they make of an astronaut? Confronted with unisex, words would fail them.

Latin lovers--and we know what they got up to--may murmur "Amor vincit omnia" and other sweet nothings but they should get back to

terra firma. We know they are non compos mentis (and probably in flagrante delicto as well). They should be shown the exit. There is only one sine qua non of progress, i.e., e.g., and viz.: Change. Mutatis mutandis, pro tem, pro rata and pro bono publico. By Jupiter! In vino veritas. Ars longa, vita brevis, and we have wasted quite enough time being told of the use of Latin ad hoc, ad infinitum, ad lib and ad nauseam. Let us write finis to the whole business. It is dead.

Quod erat, by the way, demonstrandum.

The following annotated poem is taken from Mots d'heures: gousses, rames, discovered, edited, and annotated by Luis d'Antin van Rooten (Penguin Books, 1980). The editor states that he found the poems among the possessions of a distant relative, a retired school teacher who died at the age of ninety-three while marking papers. See if you can decipher the mystery connected with the poems. The editor supplies the following clue: "The most fascinating quality of these verses is found upon reading them aloud in the sonorous, measured classic style made famous by the Comédie Française at the turn of the century; . . . these poems then assume a strangely familiar, almost nostalgic, homely quality." Be sure to peruse the notes, which obfuscate in the best scholarly tradition.

Eh! dites-le, dites-le,
De quatre et méfie de le.¹
Haine de caoutchouc² me Douvres³ de mou.
Le lit le dos que l'a fait de⁴
Tous s'y sèchent à c'port⁵
Et de digérant,⁶ ohé! Ouida,⁷ ce pou.

In this fragment our poet reveals himself as an incurable Anglophobe. Note well the many inferences:

¹Four as a mystic number has had, in the superstitious lore of many countries, a sinister or unlucky quality. I point out two instances in literature to bear out this premise. "The Sign of the Four," Arthur Conan Doyle, 1889. And the interesting fact that Dumas titled his novel about Athos, Porthos, Aramis and d'Artagnan, "The Three Musketeers." Sheer superstition. In this case, however, it is obvious that the reader is warned against the four major divisions of Britain, i.e., England, Ireland, Scotland, Wales.

²Guttaperchaphobia. A morbid dislike for cleaning fish. (Rich. Holland, Univ. of Chi., 1945.) A barbed comment on British culinary practices.

³A seaport, 76 miles E.S.E. of London, famed as one of the Cinque-Ports, pop. 39,950 (1938). This, the usual port of entry from France, is also noted for its soft chalk-white cliffs.

⁴They've made their bed, let them lie in it!

⁵This may be a reference to the dry, phlegmatic character in the traditional concept of the English "milord," or a comment on the notorious roughness of a Channel passage.

⁶On the other hand, this may be a play on words--and the port of the kind used by the British as a digestive, imported at Dover.

⁷Ouida is the pen name of Louise de la Ramée, 1839-1908, English novelist. Both her pseudonym and patronymic indicate French origin, and it must be one of her male antecedents (because of the gender) that our poet calls a louse. Probably for migrating to England.